

Turning Around Chronically Low Performing Schools

Professional Development Lesson

<u>Topic Introduction</u>		
<i>Step</i>	<i>Description</i>	<i>Time</i>
Materials Needed	Parking lot, small groups, pencils, sticky notes, highlighters, markers, chart paper, popsicle sticks, cup for popsicle sticks, piece of full size blank paper for each participant (cardstock works best), large construction paper, package of M&M's or Skittles—enough that each participant can have four pieces of candy	
Introduction	Slide 1	5 minutes
Determine Group Norms	Slide 2: Complete “Creating Norms” activity	8 minutes
Icebreaker; Participant Outcomes	Slide 3: Use icebreaker if appropriate for your group; complete “Participant Outcomes” activity for participants to drive outcome of professional development session	10 minutes
Appointment Clock	Slide 4: Use to complete appointments (Handout 1)	3 minutes
Visual Diagram	Slide 5: Use visual diagram to introduce the four recommended practices based on the findings and recommendations presented in the Institute of Education Services practice guide for Turning Around Chronically Low Performing Schools. (Handout 2)	1 minute
Introduce	Slides 6-7: Introduce the Doing What Works format and the topic inventory. (Handout 3)	5 minutes
Reflect	Slide 8: Participants individually reflect on the quote presented; use this quote as an anticipatory set for training topic.	2 minutes
View Multimedia Overview: <i>Turning Around Chronically Low Performing Schools</i>	Slide 9: Use overview to introduce the four key recommendations for Turning Around Chronically Low-Performing Schools: Improved Leadership, Improving Instruction, Quick Wins, and Committed Staff. (Handout 4)	6:37 minutes
Reflect and Share	Slide 9: Use the “Quick Write” activity to have participants reflect and then share reflections with an appointment clock partner. (Handout 4)	5 minutes

<u>Signal the Need for Dramatic Change With Improved Leadership</u>		
Introduce	Slide 10: Introduce first recommended practice: Signal the Need for Dramatic Change With Improved Leadership	1 minute
Introduce	Slide 11: Introduce key concepts for Improved Leadership	2 minutes
View Media Overview: <i>Signal the Need for Dramatic Change With Improved Leadership</i>	Slide 12: Use video to introduce how to Signal the Need for Dramatic Change With Improved Leadership	8:38 minutes
Reflect and Share	Slide 12: Complete “5-3-1 Reflection”, having participants share five key points from the video with partner, then together, as a partner pair, narrowing down their ten total key points to three, then work in table groups to write one key reflection statement	8 minutes
View <i>Signaling Change</i> Brian Hassel, Ph.D.	Slide 13: Introduce video and direct participants to the Two Column Chart for Improved Leadership. Explain that as they watch the video, they should write any “big ideas” for improving leadership in the left-hand column, under “Methods to Signal Change.” Then, in the right-hand column, under “Actions to Support the Method,” they can write any specific ways that big idea method can be implemented. (Handout 5)	3:56
Reflect and Discuss	Slide 14: Have participants use appointment clock partners to double up and form groups of four. Within their groups, they should use the questions on the slide to reflect on the video interview they just viewed.	10 minutes
Introduce	Slide 15: Introduce the “see” component with the first area of focus: bringing in new leadership.	1 minute
Summarize	Slide 16: Use the quote to introduce a leader’s role in a turnaround process; have participants work in partners to summarize the quote into their own words	3 minutes
View Slideshow with Audio: <i>Engaging Teachers and Students Through Strong Leadership</i> Dr. Jarvis T. Sanford,	Slide 17: Introduce video and then view	1:03 minutes

Principal		
View Video Interview: Establishing a Climate for Learning Natalie Elder	Slide 18: Introduce video and then view	6: 05 minutes
Compare and Contrast	Slide 18: Use “Venn Diagram” activity for participants to work in groups to compare and contrast the turnaround efforts of Dr. Sanford and Ms. Elder. Once finished, have participants share out and then add information to their Two Column Chart for Improved Leadership. (Handout 5)	10 minutes
Introduce	Slide 19: Introduce the “see” component with the second area of focus: changing leadership practices. Discuss the unique challenges for an existing principal in a change effort.	1 minute
Introduce	Slide 20: Use quote to introduce the importance of an organization’s clear mission, vision, and goals.	2 minutes
Study and Share	Slide 21: Use the “What’s Our Vision?” activity for participants to study definitions of mission, vision, principles, and goals, as well as a section of the Waterford High School New Teacher Orientation Manual. Share assigned sections in jigsaw groups. (Handouts 6 and 7)	7 minutes
View Video Interview: The Five Pillars That Guide Change Don Davis	Slide 22: Use video to further explain the Waterford High School Mission Statement, Vision, ESLR’s, and 5 Pillars	4: 39 minutes
Reflect	Slide 22: Reassemble participants into groups and use reflection questions for participants to reflect within their groups on the video and previous jigsaw study. (Handout 8)	10 minutes
Apply	Slide 23: Use “Changing Leadership Practices—Rethinking What We Are About” activity and handout for participants to determine if their school’s mission, vision, principles, and goals are clear, or if they need to be redefined. (Handout 9)	15 minutes
Preview	Slide 24: Preview various tools on this topic available on the DWW website, including the planning templates for district and schools, the principal self	10 minutes

	reflection, and the leadership needs assessment (Handouts 10, 11, 12, and 13)	
<u>Maintain a Consistent Focus on Improving Instruction</u>		
Introduce	Slide 25: Introduce second recommended practice: Maintain a Consistent Focus on Improving Instruction	1 minute
Introduce	Slide 26: Introduce key concepts for Improving Instruction	2 minutes
View Media Overview: <i>Maintain a Consistent Focus on Improving Instruction</i>	Slide 27: Use video to introduce how to Maintain a Consistent Focus on Improving Instruction. (Handout 14)	7:39 minutes
Share	Slide 27: Use Think-Pair-Share for participants to share their notes from the video.	3 minutes
View Differences Between Successful and Unsuccessful Turnaround Efforts Joseph F. Johnson, Ph.D.	Slide 28: Introduce video and direct participants to write the following big ideas on a big sticky note (one for each idea): Schoolwide Implementation, Matching Practices to Student Need, Narrow the Focus, and Student Learning. Explain to participants that as they watch the video, they should add any additional information on the sticky note that they would like to remember for that topic.	7:45 minutes
Reflect and Discuss	Slide 29: Have participants use appointment clock partners to double up and form groups of four. Within their groups, they should use the questions on the slide to reflect on the video interview they just viewed.	10 minutes
View The Principal's Role Joseph F. Johnson, Ph.D.	Slide 30: Introduce video and direct participants to add ideas to their Principal Support Column on their Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page handout by writing down any specific examples of what the principal can do to support instruction. (Handout 14)	3:55 minutes
Share	Slide 30: Have participants use shoulder partners to share one specific idea shared from Dr. Johnson regarding how the principal supports a turnaround effort, particularly in the area of instruction.	3 minutes

Introduce	Slide 31: Introduce the “see” component with the first area of focus: Setting Goals	1 minute
View Slideshow with Audio: Additional Goals for Improving Instruction Brad Huebert and Melissa Bazanos	Slide 32: Introduce video and then view	4:31 minutes
Compare and Share	Slide 32: Have participants use shoulder partners to share similar practices for improving instruction introduced by the two principals in the audio.	3 minutes
Introduce	Slide 33: Introduce the “see” component with the second area of focus: Make Changes that Directly Affect Instruction	1 minute
Introduce	Slide 34: Use quotes to introduce the importance of instructional delivery in improving instruction. Have participants highlight key words from the two quotes.	2 minutes
Explain	Slide 35: Further expand on the importance of instructional delivery by explaining each Effective Instruction Technique that good teachers use.	7 minutes
Explain	Slide 36: Explain why less hand raising in a classroom might equal increased student participation and engagement.	1 minute
Explain and Demonstrate	Slide 37: Explicitly outline and explain the five step model for effective questioning. Then, demonstrate by using the five steps as you ask a question to the participants and participants respond on a piece of paper (acting as their ‘white board’).	4 minutes
Share	Slide 37: Direct participants to pair-share with their shoulder partner how they might incorporate the five step questioning method into their classrooms. (Handout 15)	1 minute
View Classroom Video: Improving Instruction William Frey	Slide 38: Introduce video. Direct participants to turn to the Powerpoint slide in their notes that lists the effective instructional techniques. Explain that as they watch the video, they should take notes on the effective instructional techniques that they see Mr. Frey incorporate into the classroom.	7:17 minutes
Reflect and Discuss	Slide 38: Have participants turn to the Video Reflection Handout. Then, direct participants to meet with appointment clock partners to double up and form groups of four. Within their groups, they	15 minutes

	should use the questions on the handout and their “talking chips” (candy) to reflect on the video interview they just viewed. (Handout 30)	
Introduce	Slide 39: Use quote to introduce the importance of establishing instructional norms among a staff.	2 minutes
Explain	Slide 40: Use points on slide to explain why agreed-upon instructional norms are so important	3 minutes
Study and Share	Slide 40: Direct participants to pages 3-4 of the Waterford High School New Teacher Orientation Manual in their handouts. Explain that they will be reading the section on Instructional Norms. They should work with their shoulder partner for this activity, taking turns reading Waterford’s instructional norms. (Handout 7)	2 minutes
Assess	Slide 40: Direct participants to the Establishing Norms Self Assessment. Assemble participants in grade level or department level teams to work through the self-assessment. Give participants time to reflect and discuss. Where are they strong? In what areas to they need to take action to improve? (Handout 16)	10 minutes
Explain	Slide 41: Direct participants to the Classroom Connection handout, which outlines an effective routine for using whiteboards in the classroom. Explain the routine. (Handout 17)	2 minutes
Practice and Discuss	Slide 41: Participants should meet with appointment clock partners to practice the Whiteboard Routine. When they are finished, they should discuss how they might incorporate this routine in to their own classrooms and content area. (Handout 17)	12 minutes
Introduce	Slide 42: Introduce the “see” component with the third area of focus: Assess Progress and Make Adjustments	1 minute
View Video: Instructional Tours Don Davis	Slide 43: Show video to introduce the idea of instructional tours. Then, direct participants to the Waterford <i>Walk-In Observation Form</i> , located in their handouts. Give participants a moment to individually read through the handout.	2:08 minutes

	(Handout 18)	
Reflect and Discuss	Slide 44: Have participants use appointment clock partners to double up and form groups of four. Within their groups they should use the questions on the slide to reflect on the video interview they just viewed.	10 minutes
Preview	Slide 45: Preview various tools on this topic available on the DWW website, including the planning templates for district and schools, the principal self reflection, and the leadership needs assessment (Handouts 19 and 20)	10 minutes
Share	Slide 46: Direct participants to turn to their Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page and narrow all they've written down to two ideas or practices that they would like to implement immediately. From there, they should determine what actions they will need to take for implementation to occur. Have participants share with an appointment clock partner. (Handout 14)	4 minutes
<u>Make Visible Improvement Early in the School Turnaround Process</u>		
Introduce	Slide 47: Introduce third recommended practice: Make Visible Improvement Early in the School Turnaround Process	1 minute
Introduce	Slide 48: Introduce key concepts for Quick Wins	2 minutes
View Media Overview: <i>Make Visible Improvement Early in the School Turnaround Process</i>	Slide 49: Use video to introduce how to Make Visible Improvement Early in the School Turnaround Process	5:55 minutes
Reflect, Write, Share	Slide 49: Use the "Parallelogram Summary" to have participants summarize the key ideas of the video.	8 minutes
View <i>Motivating Reform with Quick Wins</i> Sam Redding, Ph.D.	Slide 50: Introduce video and direct participants to the Quick Wins Idea Sheet. As they watch the video, they should write any supporting reasons why quick wins are so important in the "Rationale for Quick Wins" box. Then, in the "Quick Wins Ideas" box, they should write as many ideas as possible for different types of quick wins that can be implemented. (Handout 21)	3:40 minutes

Share	Slide 50: Direct participants to pair-share two ideas for Quick Wins with their shoulder partner.	1 minute
View Slideshow with Audio: Examples of Quick Wins Andrew Calkins	Slide 51: Introduce and then view video. As participants watch, they should add any additional quick wins ideas to their Quick Wins Idea Sheet. (Handout 21)	3:45 minutes
View Slideshow with Audio: Increasing Time on Task Don Davis	Slide 52: Introduce and then view video. As participants watch, they should add any additional quick wins ideas to their Quick Wins Idea Sheet. (Handout 21)	4:04 minutes
Share	Slide 52: Have participants meet with an appointment clock partner and share two ideas for quick wins from the two videos they just viewed.	4 minutes
Preview	Slide 53: Preview various tools on this topic available on the DWW website, including the quick wins observation tool, and the planning template for quick wins. (Handouts 22 and 23)	6 minutes
Reflect Share	Slide 54: Direct participants to write one identified action for quick wins that they would like to implement at their school or site on a sticky note. Then, have participants complete a quick “whip around” at their table groups.	5 minutes
<u>Build a Staff Committed to the Turnaround Process</u>		
Introduce	Slide 55: Introduce fourth recommended practice: Build a Staff Committed to the Turnaround Process	1 minute
Introduce	Slide 56: Introduce key concepts for Building a Committed Staff	2 minutes
View Media Overview: Signal the Need for Dramatic Change With Improved Leadership	Slide 57: Use video to introduce how to Build a Staff Committed to the Turnaround Process	9:26 minutes
Reflect and Share	Slide 57: Use the Super Sentences activity to have students write a summary statement of the media overview. Then, have participants write reactions to the overview on their Three Column Notes page. (Handout 24)	8 minutes
View Understanding and Meeting Staffing Needs Julie Kowell	Slide 58: View video. Direct participants that as they watch the video, they should answer the first three reflection questions on their Video Reflection page. (Handout 25)	7:18 minutes

View <i>Developing a Climate for Change</i> Julie Kowell	Slide 59: View video. Direct participants that as they watch the video, they should answer the remaining reflection questions on their Video Reflection page. (Handout 25)	6:12 minutes
Reflect and Discuss	Slide 60: Use the “Roundtable Discussion” activity for participants to define member roles and then have a roundtable discussion about the two videos they just viewed. They should use the questions from their Video Reflection page to guide their discussion. (Handout 25)	12 minutes
Introduce	Slide 61: Introduce the “see” component with the first area of focus: Selecting, Reassigning, or Releasing staff	1 minute
View Video Interview: Reconstitution: Reinvigorating Teacher Practices Nancy Zima-Gentry, Patrica Harvey, Vonetta Maston	Slide 62: Introduce video and then view	6:24 minutes
Reflect and Discuss	Slide 62: Have participants meet with an appointment clock partner and then meet with another partner pair to form a group of four. Use the “PNI Reflection” activity for groups to discuss their reactions to the video. Conclude by providing time for participants to add ideas to their Three Column Notes.(Handouts 26 and 24)	15 minutes
Introduce	Slide 63: Introduce the “see” component with the second area of focus: Building Staff Unity	1 minute
View Video Interview: Building a Sense of Community Irene Williams	Slide 64: Introduce video. Direct participants to take out a sticky note and then write brief notes on the methods the principal, Irene Williams, used to build commitment and unity in her school.	5:48 minutes
Share	Slide 64: Direct participants to pair-share what they wrote on their sticky note. Conclude by providing time for participants to add ideas to their Three Column Notes. (Handout 24)	4 minutes

Preview	Slide 65: Preview various tools on this topic available on the DWW website, including the quick wins observation tool, and the planning template for quick wins. (Handouts 27 and 28)	6 minutes
Summarize	Slide 66: Direct participants to use what they've written on their four "Big Idea" handouts for each recommended practice to write an acrostic summary. Have participants meet with an appointment clock partner to share their summary. (Handout 29)	10 minutes
Close	Slide 67: Use the quote on the slide to bring closure to the module. Discuss if needed.	1 minutes
Explain	Slide 28: Use information on slide to explain to participants additional resources that might be of interest in relation to the topic of Turning Around Low Performing Schools.	3 minutes